

**Accreditation
Visiting Team
Final Report for**

Chinese Christian Schools

Alameda Elementary & Middle Schools
San Leandro Elementary, Middle, & High Schools

Grades K-12

February 25-28, 2007

Submitted to the Accreditation Commission for

ACSI

Association of Christian Schools International

WASC

Western Association of Schools and Colleges

**ACSI Accreditation Visiting Team
Final Report for Chinese Christian Schools**

Introduction

School Information

School Name	Chinese Christian Schools		
Address	750 Fargo Ave.		
City, State, Zip	San Leandro, CA 94579	Country	USA
Administrator	Robin Hom		
Phone	(510) 351-4957	Fax	(510) 351-1789
Email	robin_hom@ccs-rams.org		
Grades Offered	K-12	Grades to be Accredited	K-12
Year Founded	1979		

Accreditation Team Information

Chairman	Richard Porter
Dates of Visit	Feb. 25-28, 2007
Accreditation	ACSI, WASC

The self-study used is the 2003 edition of the *ACSI School Accreditation Manual*, published by ACSI. The appropriate subsections of the self-study were mailed to the committee members in advance of the visit. The school and its staff made available to the visiting committee all of the necessary information and documents. The following report represents the combined insights of the visiting committee. The committee wishes to express their gratitude for the generous reception and hospitality they received at the school. It was greatly appreciated.

Accreditation Visiting Team

Chinese Christian Schools

February 25-28, 2007

1. Dr. Richard Porter, Chairman

North Hills Christian School
200 Admiral Callaghan Lane
Vallejo, CA 94591-4005
(707) 644-5284
rporter@north-hills.org

2. Jane Kitchen

Valley Christian School
7500 Inspiration Drive
Dublin, CA 94568-2838
(925) 560-6250
jkitchen@dublinvcc.org

3. Lori Cantrell

Valley Christian School
7500 Inspiration Drive
Dublin, CA 94568-2838
(925) 560-6250
lcantrell@dublinvcc.org

4. Donna Garcia

Pacific West Christian Academy
1575A Mantelli Drive
Gilroy, CA 95020
(408) 847-7922
pwcaedu@aol.com

5. Lillian Mark

Alpha Beacon Christian School
525 W. 42nd Ave.
San Mateo, CA 94403
(650) 212-4222
lmark@alphabeacon.org

6. Kathy Keleshian

Valley Christian School
100 Skyway
San Jose, CA 95111
408-513-2500
pkeleshian@sbcglobal.net

7. Mark Braley

Big Valley Christian School
4040 D Tully Road
Modesto, CA 95356-8880
(209) 527-3481
markb@bvg.org

8. Karen Leong Clancy

WASC Commissioner
2710 Newlands Ave.
Belmont, CA 94002
650-592-5935
kleongc@sbcglobal.net

9. Andrew Corcoran

Chinese American International School
1 Daniel Burnham Court, #201
San Francisco, CA 94109
(415) 865-6089
a_corcoran@cais.org

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History of Chinese Christian Schools

Chinese Christian Schools of San Leandro, California, has come a long way since its humble beginnings in 1979. The school began in two one-bedroom apartments in central Oakland. There were just 13 students that first day of school. Bedrooms and living rooms were the classrooms; dining nooks were the teachers' offices; kitchen counters served as work areas; and the driveway was the playground. Nevertheless, from the start, the school emphasized strong academics and character development in a loving environment both Christian in philosophy and Chinese in culture.

The idealism of the young staff was immediately tested. Since education and scholarship are highly regarded in the Asian community, it was assumed a school focused on the needs of Chinese children would be welcomed. The school, instead, was greeted with much skepticism. Most Asian students were doing well in school -- why would they want to transfer to an unknown school? Attending a private school was supposed to be for the elite, but there was nothing elite about the program or facilities at Chinese Christian Schools. The school attracted only those who "fell through the cracks" in the public schools: students with academic or disciplinary problems looking for a second chance; recent immigrants who spoke little English; quiet and shy students being bullied and extorted by other students. This was not the "target" student population when the school was in its planning stages, but these were the students who came to Chinese Christian Schools.

So the teacher who had planned for academically talented students was now teaching remedial lessons to students who barely knew English. Substantial discounts on tuition were made so recent immigrants and low-income families could send their children. The sponsoring church and its members found themselves contributing thousands of dollars a month just to meet payroll and keep the doors open. As a result of this change in student population, the initial vision of Chinese Christian drastically changed, from academically challenging to a school that was ministering to the needs of those who were academically challenged.

These were the early, difficult, yet formative years of Chinese Christian Schools. Although only a few staff members remain from those first years, the lessons learned and the experience gained irreversibly changed the vision, direction, and goals of the school. The school always said, but now it knows first-hand and is convinced that

1. All students can learn, achieve, and attend college
2. Finding teachers who love and care for students and live uprightly before them is more important than qualifications, facilities, or programs
3. Improving a student's character is the best way to improve his/her academics

The first year of school ended with 26 students -- double that of the first day. More students came the second year and in the years to follow, but most stayed only a few years. Once students became proficient enough to enter a public school or economically able to attend a more elite private school, they transferred. Still, there was a remnant, a minority of students and families who believed in the school and stayed. Also, the word was getting out that students transferring from Chinese Christian Schools did very well wherever they attended. By 1985, the school had grown to 285 students and had rented all six apartments in the complex, used all the rooms in the church next door (a converted house), and filled three trailers brought onto the parking lot. Bursting at the seams, the school moved to a leased, former elementary school in San Leandro. Over the years, additional classrooms and infrastructure have been added to increase capacity for students and improve the instructional program. By 2003, enrollment had tripled and the school opened a second campus in Alameda as part of its long-term strategy to develop and own its own main campus.

Consistent with the lessons learned from the early days, Chinese Christian Schools is still inclusive in its admissions policy. Many students are still recent immigrants or students who speak little English, and there is a growing number of foreign students in the high school as the schools' reputation grows overseas. The school still offers tuition-assistance so low-income families can send their children, and the school is in the forefront of trying to meet the educational needs of urban families.

The schools' belief in student achievement is borne out in the fact that 100% of their high school graduates go on to college, 99.8% of its high school students graduate, with only 1 drop-out in the school's history, and 90% of its graduates complete the "a-g" requirements to attend the University of California and other four-year universities. In 2001, CCS received its initial dual accreditation through the Association of Christian Schools International and the Western Association of Schools and Colleges. In 2003, Chinese Christian Schools received the U.S. Department of Education's National Blue Ribbon School Award for educational excellence. After years of serving academically challenged students, the school is now starting to receive recognition.

Chinese Christian Schools has come a long way, but it has not departed from its core values. The school teaches its students to follow the same path: do not let what you have become change who you are. Education and growth involve change, and accomplishments may come, but who you are in God's eyes does not change. It is that affirming truth, that you are valuable whether a 13-student school in a one-bedroom apartment or a nationally-recognized 950-student school on two campuses, that has made the difference in Chinese Christian Schools and in the lives of many young people.

Major Commendations and Recommendations

Major Commendations

- 1. The Board of Governors and administration for maintaining high expectations and excellence in academics which translate into optimum achievement for students.**

School Report, Philosophy and Foundations, 1.0 pg. 64, number 4; Interview, Observation
Standard: ACSI 1.6; WASC A.1
- 2. The Church Leadership, Board of Governors, and administration for working closely together and combining their efforts as church and school so each ministry benefits from and supports the efforts of the other.**

School Report, Instructional Program 2.0, pg. 93, number 4; Interview, Observation
Standard: ACSI 2.11; WASC A.2
- 3. The Board of Governors and administration for prudent financial planning which has produced the school's current fiscal stability, especially while supporting the Alameda site land and construction loans.**

School Report, School Organization 2.3, pg. 89, number 12,
Standard: ACSI 2.13, 2.15; WASC D.1
- 4. The administration and staff for integrating biblical principles into the total curriculum and living them out in every day life to foster spiritual growth in students.**

School Report, Instructional Program, 5.0, pg. 145, number 1; Interview
Standard: ACSI 5.1; WASC B.1
- 5. Teachers for designing a very strong mathematics program as indicated by standardized test scores, college placement, and Advanced Placement scores.**

School Report, p. 157;
Standard: ACSI 5.2.1; WASC B.3
- 6. The administration and staff for scheduling a variety of health screening services for early detection of minor conditions which could affect learning and recognizing the importance of ongoing health and wellness of the student body by requiring periodic physical exams.**

**School Report, Student Services - Health Services, 7.0, pg. 189; Interview
Standard: ACSI 7.11; WASC A.5**

- 7. The Administration and Transportation Department for developing a comprehensive Transportation Safety Plan including written information available for parents regarding school bus safety.**

**CCS Transportation Safety Plan Appendix 8A, pg. 4; Interview
Standard: ACSI 8.1, 8.3; WASC A.5**

- 8. The church and school leadership for including the teachers in the design meetings for the Alameda educational building, resulting in a classroom environment that is extremely conducive and supportive of learning.**

**School Report, School Facilities, 9.0, pg 202; number 2, pg 204, number 5;
Interview
Standard: ACSI 9.1, 9.4; WASC D.1**

Major Recommendations:

- 1. The church and school leadership re-visit the schools' vision statement to more overtly reflect their Christian and/or Christ-centered mission to the general public.**

**School Report, Philosophy and Foundations 1.0, Page 57; Interview
Standard: ACSI 1.3; WASC A.1**

- 2. The church and school leadership meet to clarify how they will interface as they move into the future including determining the strategic and long-term plans for the church and school.**

**School Report, School Organization 2.2, pg. 82, number 8b; Interview
Standard: ACSI 2.4; WASC A.2**

- 3. The Board of Governors and administration accelerate their efforts to improve compensation for faculty and staff retention while still serving the school community.**

**School Report, School Organization 2.3, 2, pp. 91, 93, 119; Board Member
Manual, pp. 39-40; Interview
Standard: ACSI 2.17; WASC D.1**

- 4. The Board of Governors and administration establish strategic relationships with churches and ministries of like faith in order to reach un-churched families and share in other mutually beneficial endeavors.**

**School Report, School, Home and Community 3.0, pg. 101, number 4;
Interview,
Standard: ACSI 3.7; WASC C.2**

- 5. Administration and teachers insure that AP courses and teachers comply with the newly established College Board audit process so that the depth and breadth of the high school AP program is not adversely affected.**

**School Report, Instructional Program, 5.0, p. 135; Interview
Standard: ACSI 5.1.3; WASC B.1**

- 6. The administration and teachers develop a program to educate parents on the value of diagnostic testing for potential learning differences so that early intervention can provide resources to maximize student success.**

**School Report 7.2, pg. 186-87, Interview
Standard: ACSI 7.6.3; WASC A.5, C.1**

- 7. The Board of Governors and administration pursue a communication system that connects with all classrooms in San Leandro in order to cope with safety factors and allow emergency communication to take place.**

**School Report, School Facilities 9.0, pg. 211, number 7b; Interview
Standard: ACSI 9.1; WASC 9.D**

SECTION 1

**STATEMENT OF GUIDING PRINCIPLES
OF
PHILOSOPHY, FOUNDATIONS, AND OBJECTIVES**

Before the school began in 1979, a philosophy of Christian education was adopted by the Board of Governors which has been rewritten and revised throughout the years. Since CCS is an integral ministry of the Bay Area Bible Church, the Church Council is also involved in the revisions. The published statements are reviewed annually by the Board of Governors and the school staff. New families to the school are introduced to the mission statement at the New Family Orientation. Furthermore, the school philosophy is widely made known in the school publications to the community and serves as a consistent reminder to the schools' constituents.

The team commends:

1. The administration and the Board of Governors for communicating the philosophy statement to the school community by annually reviewing the philosophy, goals and mission with the Board of Governors, and at orientations for new board members and staff in order to promote an understanding of the schools' mission.

School Report, Philosophy and Foundations 1.0, pg. 56; Interview
Standard: ACSI 1.4; WASC A.1

2. **The Board of Governors and administration for maintaining high expectations and excellence in academics which translate into optimum achievement for students.**

**School Report, Philosophy and Foundations, 1.0 pg. 64, number 4; Interview,
Observation
Standard: ACSI 1.6; WASC A.1**

3. The administration and staff for clearly defining the student learning expectations in order to measure its effectiveness in meeting its mission.

School Report, Philosophy and Foundations, 1.0 pg. 56; Interview, Observation
Standard: ACSI 1.6; WASC A.1

4. The administration and staff of the school for listing their core values and their implementation to define the mission statement of the school.

School Report, Philosophy and Foundations 1.0, pg 65; Observation, Interview
Standard: ACSI 1.1; WASC A.1

The team recommends that:

- 1. The church and school leadership re-visit the schools' vision statement to more overtly reflect their Christian and/or Christ-centered mission to the general public.**

**School Report, Philosophy and Foundations 1.0, Page 57; Interview
Standard: ACSI 1.3; WASC A.1**

2. The Board of Governors and administration expand its efforts to partner with homes and other churches in order to broaden their outreach and support in the community.

School Report, Philosophy and Foundations 1.0, pg. 64; Interview
Standard: ACSI 1.5; WASC A.1

SECTION 2

**STATEMENT OF GUIDING PRINCIPLES
FOR
SCHOOL ORGANIZATION: ADMISSIONS**

Chinese Christian Schools is located on two campuses: the main K-12 campus in San Leandro and the second K-8 campus in Alameda. The current written Admissions Policy was formalized in the fall of 2000. In the previous accreditation document, there were three items that needed attention and have been addressed. The school has a well-defined process for ensuring adjustment of new students. CCS has an impressive record of 100% of graduating students attending colleges and universities.

The team commends:

1. The administration and faculty for maintaining a rigorous program while still ensuring that all high school students graduate, having only one high school student drop-out in their history.

School Report, School Organization 2.0, pg. 76; Interview; exhibit
Standard: ACSI 2.5; WASC B.2

2. The administration, teachers, and staff for a highly effective process for assisting newly enrolled families and students to adjust effectively to the community of CCS.

School Report, School Organization 2.0, pg. 74;
School Report, School Improvement Plan 10.0, pg. 220, number 3B; Interviews
Standard: ACSI 12.2; WASC A.3

3. The Board of Governors and administration for addressing the concerns of the last accreditation self-study in a thorough and timely manner, thus providing students with a uniform admissions process, formalizing procedures for foreign students, and incorporating teacher recommendations in the process.

School Report, School Organization 2.1, pg. 73, number 1a; Interview
Standard: ACSI 2.2; WASC A.3

The team recommends that:

1. The administration inform teachers of the identity of student buddies so that teachers can ensure new students and buddies interact more effectively.

School Report, School Organization 2.1, pg. 74, number 3b; Interview
Standard: ACSI 2.1; WASC A.5

2. The Board of Governors develop a way to process tuition assistance applications more quickly so low-income families have the information they need to determine their educational options for the coming school year.

School Report, School Organization 2.1, pg. 76; number 5c;
School Report, School Improvement Plan 10.0, pg. 223, number 4; Interview
Standard: ACSI 2.1; WASC A.3

SECTION 2

**STATEMENT OF GUIDING PRINCIPLES
FOR
SCHOOL ORGANIZATION: GOVERNANCE**

The school is directed by the Board of Governors who are elected from the church membership. Board members may serve up to four consecutive one-year terms at which time he/she must take one year off before serving again on the board. Board meetings include a representative from the church deacon board and teacher liaisons. The school has a healthy relationship with the church and is considered an integral ministry of the church.

The team commends:

- 1. The Church Leadership, Board of Governors, and administration for working closely together and combining their efforts as church and school so each ministry benefits from and supports the efforts of the other.**

**School Report, Instructional Program 2.0, pg. 93, number 4; Interview, Observation
Standard: ACSI 2.11; WASC A.2**

2. The Board of Governors and administration for having staff liaisons present at each Board meeting to better obtain feedback from staff.

School Report, Instructional Program 2.0, pg. 81, number 7; Interview
Standard: ACSI 2.11; WASC A.2

The team recommends that:

1. The Board of Governors work with church leadership to establish a method of keeping all board positions filled and reduce turnover so the work of the Board can be done expediently and with a sense of continuity.

School Report, School Organization 2.2, pg. 77, number 3; Interview
School Report, School Improvement Plan 10.0, pg. 220
Standard: ACSI 2.4; WASC A.2

2. **The church and school leadership meet to clarify how they will interface as they move into the future including determining the strategic and long-term plans for the church and school.**

**School Report, School Organization 2.2, pg. 82, number 8b; Interview
Standard: ACSI 2.4; WASC A.2**

SECTION 2

STATEMENT OF GUIDING PRINCIPLES FOR SCHOOL ORGANIZATION: FINANCES

The schools' auditor states that the school is in a strong financial position with a positive trend. Chinese Christian Schools ended the 2005-06 year with a surplus and expects to do the same in 2006-07. They retired a \$300,000 capital loan three years early. There is additional facility expansion in the planning stages and personnel salary increases have been identified as a priority.

The team commends:

1. The Board of Governors and administration for designing a plan to enhance teacher compensation in order to retain teachers committed to the mission of the school.

School Report, School Organization 2.3, pg. 89-90, number 11b; Exhibits, Interviews; Tuition and Fee Agreement
Standard: ACSI 2.17; WASC A.3, D.1, D.2

2. **The Board of Governors and administration for prudent financial planning which has produced the schools' current fiscal stability, especially while supporting the Alameda site land and construction loans.**

**School Report, School Organization 2.3, pg. 89, number 12,
Standard: ACSI 2.13, 2.15; WASC D.1**

The team recommends that:

1. **The Board of Governors and administration accelerate their efforts to improve compensation for faculty and staff retention while still serving the school community.**

**School Report, School Organization 2.3, 2, pp. 91, 93, 119; Board Member Manual, pp. 39-40; Interview
Standard: ACSI 2.17; WASC D.1**

2. The Board of Governors and administration coordinate with the Church to ensure that total debt service, including both interest and principal, does not hinder the quality of the educational program by limiting efforts at improving faculty compensation.

School Report, School Organization 2.3, 2, pp. 82, 84, 85; Board Member Manual, pp. 39-40; Exhibit; Interview
Standard: ACSI 2.15, 2.17; WASC D.2

SECTION 3

STATEMENT OF GUIDING PRINCIPLES FOR SCHOOL, HOME, COMMUNITY

Chinese Christian Schools effectively uses demographic information to address the diverse needs of their school community. Information is used to make strategic improvements and adjustments for the betterment of the program. They effectively use re-enrollment information to make budgetary and long-term planning decisions. They have used the information gathered from past graduates and modified their school program to help their future graduates to be more successful in college. They consistently implement biblical principles in their professional intra-school relationships providing a Christ-honoring and safe work environment. They have implemented a self-sustaining PTF on the Alameda campus and have established the framework for a similar organization on the San Leandro campus. CCS has established some relationships with community partners and like-minded ministries, but continues to look for additional opportunities that will be mutually beneficial for the school and community.

The team commends:

1. The school administration and staff for staying in touch with alumni and modifying its program based on feedback to better prepare graduates academically, spiritually, and socially for college life.

School Report, School, Home and Community 3.0, pg. 99, number 1f; Interview
Standard: ACSI 3.6; WASC A.7

2. The Board of Governors and administration for establishing school staff liaisons who attend school board meetings to promote better communication between staff and board.

School Report, School, Home and Community 3.0, pg. 100, number 3.2;
Interview
Standard: ACSI 3.6; WASC

3. The school staff and student body for supporting and participating in numerous community service activities, giving the school a strong and positive reputation in the community as a resource and asset.

School Report, School, Home and Community 3.0, pg. 102; Interview
Standard: ACSI 3.7; WASC C.2

4. The Board of Governors and administration for their interest and efforts in establishing a partnership with several community organizations through securing grants to fund projects that meet the mutual goals of Chinese Christian Schools and the community organization.

School Report, School, Home and Community 3.0, pg. 101, number 4; Interview
Standard: ACSI 3.7; WASC C.2

The team recommends that:

1. The Board of Governors and administration continue to strengthen strategic partnerships with businesses in the surrounding area to further strengthen relationships and the schools' reputation within the community.

School Report, School, Home and Community 3.0, pg. 99, number 1e; Interview
Standard: ACSI 3.7; WASC C.2

2. **The Board of Governors and administration establish strategic relationships with churches and ministries of like faith in order to reach un-churched families and share in other mutually beneficial endeavors.**

**School Report, School, Home and Community 3.0, pg. 101, number 4;
Interview
Standard: ACSI 3.7; WASC C.2**

3. The administration and San Leandro campus staff establish a self-sustaining Parent-Teacher Fellowship to provide an additional avenue of communication and encourage collaboration between school and home.

School Report, School, Home and Community 3.0, pg. 101, number 3; Interview
Standard: ACSI 3.7; WASC C.2

SECTION 4
STATEMENT OF GUIDING PRINCIPLES
FOR
SCHOOL PERSONNEL

Chinese Christian Schools is comprised of a dedicated staff that is obviously committed to the mission of the school and the ministry of the church. The school leadership is effective in organizing the staff to support student learning through improved teacher training. Numerous opportunities for professional development are provided in a variety of areas, with special emphasis on new teacher preparation. The school has an effective system for determining appropriate areas of focus for teacher training and support that includes input from teachers and graduates.

Although the staff is extremely dedicated to the school and its mission, high turnover affects the continuity of instruction. The Board of Governors and administration is committed to improving compensation as a way of reducing turnover within the faculty. A mentorship and new teacher training program has been established to maintain the effectiveness of the program during periods of high turnover.

The team commends:

1. The Board of Governors and administration for its faithful commitment to the school as a ministry of the church which ensures congruence between the mission of the school and the education delivered.

School Report, School Personnel 4.0, pg. 110-111; Interview
Standard: ACSI 2.5; WASC A.1

2. The Board of Governors and administration for implementing a new evaluation system for teachers and administrators as a way to enhance learning.

School Report, School Personnel, pg.118-123; Interview
Standard: ACSI 2.5; WASC A.3

3. The administration and board for providing ample professional development opportunities for the staff as well as encouraging staff to pursue their own continuing education to affect a more qualified teaching and support staff.

School Report, School Personnel 4.0, pg. 112, 5a; Interview
Standard: ACSI 4.3.4, 4.3.5; WASC A.3, 4

4. The Board of Governors and administration for maintaining an extensive screening process for prospective teachers, thus insuring as much as possible that all their faculty have a calling to the school ministry and are effective in their positions of service.

School Report, School Personnel 4.0, pg. 130; Interview
Standard: ASCI 4.5.2; WASC A.4

The team recommends that:

1. The Board of Governors and administration accelerate the implementation of the recently updated evaluation instruments and the Employee Handbook so that employees know what is expected of them and have the opportunity to perform accordingly.

School Report, School-Wide Action Plan, pg. 37, number 2
Standard: ACSI 4.5.2; WASC A.4

2. The Board of Governors and administration further develop the established mentoring system in order to increase classroom supervision to improve student learning.

School Report, School Personnel 4.0, pg. 121-122; Interview
Standard: ACSI 4.3.4, 4.3.5, 4.3.6, 4.5.1; WASC A.4, B.2

3. The administration consider finding relief for the professional staff working on the playground, lunch duty, parking, and last minute substitutions to enable them to devote more time for classroom teaching.

School Report, School Personnel 4.0, pg.118, number 9b; Interview, Observation
Standard: ACSI 4.5.1; WASC D.1, C.2, A.5

SECTION 5

STATEMENT OF GUIDING PRINCIPLES FOR INSTRUCTIONAL PROGRAM

Chinese Christian Schools' academic program is encapsulated by the schools' four tenets of quality teaching: content, context, character, and caring. Additionally, biblical truth is incorporated in every discipline of study in both planned and unplanned experiences. CCS challenges their students to develop critical thinking and reasoning skills in establishing and defending a biblical world view. They continue to make improvements to the academic program to challenge exceptional students, reinforce specific content areas and nurture biblical maturity in their student body. CCS regularly assesses curriculum and areas of their academic program to determine its effectiveness, and when necessary, make modifications to maintain their high standards of achievement. CCS uses a variety of evaluative tools and allows teachers enough freedom to implement the evaluation method that most appropriately coincides with their content area. CCS continues to insure the excellence of their instructional program through an ongoing professional collaboration between teachers and administration.

The team commends:

1. The administration for offering art classes as an elective to provide a diversified and balanced program for students.

School Report, Instructional Program 5.0, pg 146, number 5; Observation;
Interview
Standard: ACSI 5.1.3; WASC B.5

2. The administration and teachers for expanding the NASA FIRST robotics program into a hands on science activity that enhances the science curriculum across grade levels.

Exhibit, Interview, observation
Standard: ACSI 5.2.1; WASC B.2

3. **Teachers for designing a very strong mathematics program as indicated by standardized test scores, college placement, and Advanced Placement scores.**

School Report, p. 157;
Standard: ACSI 5.2.1; WASC B.3

4. The teachers for incorporating a variety of activities such as mock trials and legislative hearings, research papers and oral presentations, and Socratic seminars in order to enhance student learning.

School Report, p. 163; Observation, Interview
Standard: ACSI: 5.2.1; WASC B.2

5. The Kindergarten faculty for creating literacy rich environments which provide a solid foundation for students in reading and writing.

School Report, Instructional Program, 5.0, pg. 134, number 3; Observation
Standard: ACSI 5.2.1; WASC B.1

6. The Board of Governors, administration, and teachers for providing a variety of assessment types to monitor and improve student learning.

School Report, Instructional Program 5.0, pg140, number 11; Interview,
Observation
Standard: ACSI 5.3.1; WASC B.3

7. The Board of Governors, administration, and teachers for providing opportunities to participate a variety of co-curricular activities including many off campus multi-day trips.

School Report, Instructional Program 5.0, pg. 144
Standard: ACSI 5.1.3; WASC B.2

8. The Board of Governors, administration, and teachers for developing a well defined philosophy of Fine Arts that articulates God's creativity and man's desire to emulate that creativity using their God-given talent.

School Report, Instructional Program, 5.0, pg.152, number 1; Interview,
Observation
Standard: ACSI 5.1.1; WASC: B.1

9. The Board of Governors, administration, and teachers for providing opportunities for teachers of Mandarin to attend workshops in the USA as well as in China.

School Report, Instructional Program 5.0, pg. 134 number 3, pg. 155 number 5;
Interview
Standard: ACSI 4.3.4; WASC A.4

10. The Board of Governors, administration, and teachers for implementing an Advanced Placement Mandarin language course to better prepare students for future life and ministry.
- School Report, Instructional Program pg. 155, number 2b; Observation
Standard: ACSI 5.1.3, WASC B.1
11. The Board of Governors, administration, and teachers for providing instruction in Chinese culture and traditions as well as language instruction so students can better understand Chinese culture.
- School Report, Instructional Program, 5.0, pg.154, number 1
Standard: ACSI 5.2.4; WASC B.1
12. The Board of Governors, administration, and teachers for incorporating the Accelerated Reading program into the school curriculum to improve student learning.
- School Report, Instructional Program, pg. 138, number 9, pg. 150, number 3;
Interview, Observation
Standard: ACSI 5.4; WASC B.1, B.2
13. The Board of Governors, administration, and teachers for providing parental view of grades through PowerSchool during the grading period to improve school communication.
- School Report, Instructional Program, 5.0, pg. 139, number 10
Standard: ACSI 7.6.3; WASC C.2
- 14. The administration and staff for integrating biblical principles into the total curriculum and living them out in every day life to foster spiritual growth in students.**
- School Report, Instructional Program, 5.0, pg. 145, number 1; Interview
Standard: ACSI 5.1; WASC B.1**
15. The administration and faculty for implementing a strong instructional program in American history to prepare and inspire their students to be the future leaders of our nation.
- School Report, Instructional Program 5.0, pg 162; Interview, Observation
Standard: ACSI 5.1.2; WASC 5.B.1

The team recommends that:

1. The administration and staff consider upgrading science facilities that support the level of science programs being offered at the high school to ensure quality of program and safety.

Schoolwide Action Plan, pg. 43; Observation
Standard: ACSI 5; WASC D.1

2. **Administration and teachers insure that AP courses and teachers comply with the newly established College Board audit process so that the depth and breadth of the high school AP program is not adversely affected.**

**School Report, Instructional Program, 5.0, p. 135; Interview
Standard: ACSI 5.1.3; WASC B.1**

3. Teachers seek ways to reinforce mathematics as an important instrument in other disciplines such as science so that students will understand mathematics as described in the school philosophy: the ability to measure and describe all physical characteristics.

School Report, Instructional Program, 5.0, pp. 156-157; Interview
Standard: ACSI 5.2.1; WASC B.1

4. The administration and teachers evaluate the effectiveness of writing assignments, grammar, and mechanics to produce better student writers.

School Report, Instructional Program, Language Arts 5.0, pg. 150; Interview,
Observation
Standard: ACSI 5.2.1; WASC B.1

5. The administration consider offering more courses and opportunities for students to grow and express their God-given talent in music electives.

School Report, Instructional Program, 5.0; Interview, Observation
Standard: ACSI 5.1.3; WASC B1

SECTION 6

**STATEMENT OF GUIDING PRINCIPLES
FOR
LIBRARY, MEDIA RESOURCES, and TECHNOLOGY**

Chinese Christian Schools has a full-time librarian who supervises the libraries at both campuses. There is a full-time staff member at the Alameda campus and a part-time person assisting the librarian at the San Leandro campus. The library provides services to all students although the elementary program is the primary user. The school administration and library staff have made an effort to make the library accessible to their students by providing extended hours of service that include before, during, and after school, and summer hours. The summer hours help students get a jump on their reading requirements for Accelerated Reading. The library supports the instructional program with resource materials for special projects and has a partnership with the local public library to bring additional materials to the campus. Eventually, the two libraries hope to offer an inter-library loan system to share collections.

The development of the Technology Plan shows that the school administration and staff recognize the importance of integrating technology into the curriculum and providing technology to students and staff as a tool for learning. The school administration and staff have been aggressive in pursuing outside funding to support the technology program. Through grants and corporate donations of equipment, the school has been able to offset the costs of new equipment.

The team commends:

1. The school administration and library staff for keeping the library open and accessible through the summer months and at times before school, after school, and during lunch, to promote reading and good study habits among the students.

School Report, Library, Media Resources, Technology, 6.0, pg. 170, number 4;
Interview, Observation
Standard: ACSI 6.1.1; WASC D.1

2. The school administration and staff for training high school students to service and maintain the library and the campus computers, giving them a sense of ownership in the school as well as practical experience in ministry and service to others.

School Report, Library, Media Resources, Technology, 6.0, pg. 170, number 2;
Interview
Standard: ACSI 6.2.3; WASC B.2

3. The technology committee and library staff for developing the Technology Plan and Library Strategic Plan respectively for the development and advancement of the student support services.

School Report, Library, Media Resources, Technology, 6.0, pg. 170, number 2;
Interview, Observation
Standard: ACSI 6.2.2; WASC B.2

4. The Board of Governors and school administration for aggressively seeking available resources from outside sources to assist in funding of special projects and obtaining necessary technology.

School Report, Library, Media Resources, Technology, 6.0, pg. 170, number 2;
Interview
Standard: ACSI 6.2.1; WASC D.1

The team recommends that:

1. The Board of Governors and school administration investigate the feasibility of supporting their foreign language program and AP Mandarin course through the implementation of a language lab.

School Report, Library, Media Resources, Technology, 6.0, pg. 170, number 3;
Interview, Observation
Standard: ACSI 6.2.1; WASC D.1

2. The school administration and teachers begin implementation of the student technology standards that have been developed.

School Report, Library, Media Resources, Technology, 6.0, pg. 171, philosophy,
Interview
Standard: ACSI 6.2.4; WASC B.2

SECTION 7

**STATEMENT OF GUIDING PRINCIPLES
FOR
STUDENT SERVICES: STUDENT ACTIVITIES**

The staff at Chinese Christian Schools works cooperatively to provide activities and services before and after school. These activities provide a variety of extracurricular opportunities that incorporates an appropriate balance between academics, athletics, fine arts, and special interests. In addition, field trips play an important role in curriculum enrichment across all grade levels. The student government is heavily involved in helping to plan and carry out special student functions, and is encouraged to initiate class projects that promote unity among the students. The level of leadership responsibility of the student government is further enhanced by their involvement in planning Staff Appreciation Day, leading chapel, organizing class parties, fundraisers, and Spirit Week.

The team commends:

1. The Board of Governors, administration, staff, and teachers for providing students with an appropriate balance of academic, athletic, fine art, and special interest activities at the high school level.

School Report, Student Activities, 7.0, pp. 173-74; Interview
Standard: ACSI 7.3; WASC C.1

2. The Athletic Department and student athletes for their impressive record of winning Sportsmanship Awards, Scholastic Championship Team Awards, and Scholar-Athlete Awards, demonstrating a balanced life that is a good testimony to others.

School Report, Student Activities, 7.0, pg. 173, number 2; Interview
Standard: ACSI 7.3; WASC A.5

3. The high school administration and college advising staff for providing personal support and assistance to all students to give them the best opportunity to attend the college of their choice.

School Report, Student Activities, 7.0, pg. 179; Interview
Standard: ACSI 7.6.2; WASC C.1

The team recommends that:

1. The Board of Governors, administration, staff, and teachers continue to develop more extra curricular activities for elementary and middle school students so they can begin to develop their potential in a variety of areas at a younger age.

Student Activities, 7.0, pg. 73, Number 2; Interview
Standard: ACSI 7.3; WASC C.1

2. The administration and staff continue the development of a Booster Club to expand fund raising opportunities and provide additional resources for the athletics department.

School Report, Student Services, 7.0, pg. 177, number 7; Interview
Standard: ACSI 7.5; WASC C.1

SECTION 7

STATEMENT OF GUIDING PRINCIPLES FOR STUDENT SERVICES: GUIDANCE SERVICES

The staff at Chinese Christian Schools is aware of their primary role in the lives of their students as that of “minister” due to their level of contact with the students. Teachers and school principals are the primary providers of guidance services; however, at the middle and high school levels, an academics advisor assists in planning the student’s course of study and college advising. Students are also offered opportunities for spiritual guidance through the school chaplain.

CCS also utilizes their standardized testing program as a means for valuable information about student performance and achievement. Standardized tests are also a valuable tool for determining the appropriate placement of students into the CCS program.

The team commends:

1. The administration and teachers for having a philosophy of inclusiveness for students with a wide range of academic abilities including those diagnosed with identifiable learning differences which provides students with the opportunity to attend CCS and experience academic success.

School Report 7.2, pg. 187, Interview
Standard: ACSI 7.6.4; WASC A.5, C.1

The team recommends that:

1. **The administration and teachers develop a program to educate parents on the value of diagnostic testing for potential learning differences so that early intervention can provide resources to maximize student success.**

**School Report 7.2, pg. 186-87, Interview
Standard: ACSI 7.6.3; WASC A.5, C.1**

SECTION 7

STATEMENT OF GUIDING PRINCIPLES FOR STUDENT SERVICES: HEALTH SERVICES

Health and safety are also of the utmost importance to Chinese Christian Schools. This is evidenced by the current emergency and crisis management policies and procedures that are in place. Staff members are required to receive and maintain certification for first aid and CPR. Having a full-time nurse on staff at the San Leandro campus assists with providing a safe, healthful, and supportive environment for the students.

The team commends:

- 1. The administration and staff for scheduling a variety of health screening services for early detection of minor conditions which could affect learning and recognizing the importance of ongoing health and wellness of the student body by requiring periodic physical exams.**

School Report, Student Services - Health Services, 7.0, pg. 189; Interview Standard: ACSI 7.11; WASC A.5

- 2. The Board of Governors and administration for hiring a registered nurse at the San Leandro campus to assess and treat minor and immediate health conditions, and provide continuing health education for students.**

School Report, Student Services, 7.0, pg. 190; Interview Standard: ACSI 7.13.3; WASC A.5

The team recommends that:

There are no recommendations necessary.

SECTION 8

**STATEMENT OF GUIDING PRINCIPLES
FOR
SUPPORT SERVICES: TRANSPORTATION**

Chinese Christian Schools has a variety of support services in place at each campus. Transportation services are available on both sites. All local, state, and federal requirements are met for the transportation of students.

The team commends:

- 1. The Administration and Transportation Department for developing a comprehensive Transportation Safety Plan including written information available for parents regarding school bus safety.**

**CCS Transportation Safety Plan Appendix 8A, pg. 4; Interview
Standard: ACSI 8.1, 8.3; WASC A.5**

- 2. The Transportation Department and school bus drivers for providing safe transportation between home and school each day, making it possible for many families to send their children to the school who otherwise could not.**

School Report, Support Services – Transportation 8.1, number1-4; Major Strength number 26; Interview, Observation
Standard: ACSI 8.1, 8.2; WASC A.5

The team recommends that:

There are no recommendations necessary.

SECTION 8

STATEMENT OF GUIDING PRINCIPLES FOR SUPPORT SERVICES: FOOD SERVICES

Chinese Christian Schools has a variety of support services in place at each campus. Food Services provide healthy and appealing meals for 67% of the students as well as school and church staff. In addition to preparing food three days a week, Food Services contracts with local restaurants to provide Chinese and other types of food for the school community. Food services meets the needs of the school.

The team commends:

1. The Food Services department for providing healthy and appealing meals for participating students, as well as school and church staff, contributing to a positive school climate.

School Report, Support, p. 197; Observation; Interview
Standard: ACSI 8.7, 8.8; WASC A.5

The team recommends that:

There are no recommendations necessary.

SECTION 8

STATEMENT OF GUIDING PRINCIPLES FOR SUPPORT SERVICES: SAFETY & CRISIS

Chinese Christian Schools has a variety of support services in place at each campus. Chinese Christian Schools has given detailed and deliberate attention to policies, procedures and planning for emergency and crisis situations. There are written procedures available for the several types of emergency situations such as fire, earthquake, intruder on campus, and “lock-down.” All staff members are trained and certified in first aid and CPR and participate in regular and ongoing emergency drill training. Administrators are equipped with Nextel phones to enhance communication during an emergency situation. The administration is currently researching a more effective and efficient means of immediate communication with parents in the event of a campus emergency, evacuation and/or relocation of students, such as a the Parent Broadcast System.

The team commends:

1. The administration for providing first aid and CPR training for all staff, plus regular emergency training and drills to familiarize teachers and students on what to do in the event of an emergency.

School Report, Support Services 8.3, pg. 199, number 3; Interview
Standard: ACSI 8.11; WASC A.5

The team recommends that:

1. The Administration develop a more inclusive and immediate means of communicating with all school parents during a crisis situation.

School Report, 8.3, pg. 198, number 2; Interview
Standard: ACSI 8.9; WASC A.5

SECTION 9

STATEMENT OF GUIDING PRINCIPLES FOR SCHOOL FACILITIES

Chinese Christian Schools is located in the East Bay near Oakland. The school operates two campuses: a K-12 school in San Leandro and a K-8 school in Alameda. The San Leandro site is the main campus serving 749 students and is a former public elementary school leased from the San Lorenzo Unified School District since 1985. It was originally designed as a K-6 school for 350 students. CCS has brought in modular classrooms and converted classrooms for use beyond the elementary level. The Board of Governors and administration are maximizing the resources God has given them in order to provide a learning environment that is conducive for students despite the challenges that come with the San Leandro site.

The Alameda site is located in a business park near the Oakland Airport and serves 200 students. The Alameda school was built in 2003 on property owned by the Bay Area Chinese Bible Church. The facilities are custom designed and are the first phase of a planned four-phase project. It provides a state-of-the-art learning environment.

The team commends:

1. The administration for maintaining a highly academic instructional program in San Leandro despite limitations in facilities and equipment.

School Report, School Facilities, 9.0, Philosophy, pg 216; Interview, Observation
Standard: ACSI 9.1, 9.2; WASC D.1

2. **The church and school leadership for including the teachers in the design meetings for the Alameda educational building, resulting in a classroom environment that is extremely conducive and supportive of learning.**

**School Report, School Facilities, 9.0, pg 202; number 2, pg 204, number 5;
Interview
Standard: ACSI 9.1, 9.4; WASC D.1**

The team recommends that:

1. The Board of Governors and administration pursue with the San Lorenzo Unified School District the replacement of the heating/HVAC system at the San Leandro facility to insure the health and learning environment of the students.

School Report, School Facilities 9.0, pg. 204, number 5, pg. 206, number 3a, 3b;
Interview; Observation
Standard: ACSI 9.4; WASC D.1

2. The Board of Governors and administration pursue the installation of awnings over the outside doors at the Alameda campus resulting in protection for students, staff, and parents from unnecessary exposure to the elements.

School Report, School Facilities 9.0, pg. 204, number 5, pg. 206, number 3a, 3b;
Interview; Observation
Standard: ACSI 9.1; WASC D.1

3. **The Board of Governors and administration pursue a communication system that connects with all classrooms in San Leandro in order to cope with safety factors and allow emergency communication to take place.**

**School Report, School Facilities 9.0, pg. 211, number 7b; Interview
Standard: ACSI 9.1; WASC 9.D**

4. The church and school continue to seek ways to improve the San Leandro facility so it can better serve and support the instructional environment for students.

School Report, School Facilities 9.0, pg. 204, number 5, pg. 210, number 4
Standard: ACSI 9.4; WASC D.1

SECTION 10